MTSU Comprehensive Art Education Lesson Plan with Content from the Tennessee Benchmark Lesson Plan: First Grade
**LESSON TITLE:** The Shape Of Things To Come: Elementary Sculpture  

**BIG IDEA:** Learning by doing  

**ESSENTIAL QUESTIONS FOR HIGHER ORDER THINKING:**  
(1) Why would someone need to able to differentiate between a 2-D and 3-D object in the world? How about when making art?  
(2) Do you think “creating” an idea helps you understand it better?  
(3) Does sculpture make your community a better place?  

**RATIONALE (LESSON OVERVIEW & GOALS):** According to David Kolb’s experiential learning theory (McLeod, 2014), “learning by doing” is not just an old adage. Kolb states that “learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations….Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984). This lesson allows students to experience the difference between 2-D and 3-D perspectives. Students will show an awareness of the principles and elements of art by creating an abstract paper sculpture. Using the ancient art of quilling or rolled paper (Whiteside, 2012), students can create the composition and application of shape, form, and dimension. Sculpture is a natural fit for young minds. Art educator Sinclair Hamilton explains that “from infancy, children want to interact with the objects in their reach. If they can alter and affect the shape or arrangements, then that is even better” (Clarkson, 2014).
OBJECTIVES

STUDIO ART OBJECTIVE: After an instructional example, the student will create a 3-D paper sculpture from a 2-D surface. Students will roll various paper lengths around a pencil, demonstrating technique and cylindrical form. Students will compose their sculptures with 5 pieces of paper, 4 solid and 1 patterned. Students will show a responsible use of art materials by glueing the rolled paper cylinders, vertically, on a flat piece of 5"x6" cardboard in a compositional way.

AESTHETICS OBJECTIVE: The student will orally answer one aesthetic question based on the color choices, emphasis, and/or proportion used in their sculpture.

ART CRITICISM OBJECTIVE: Revisiting the PowerPoint presentation, students will participate in a group discussion that compares similarities in another artist’s sculpture and their own paper sculptures. The student will give an oral opinion on the other artist sculptures that are shown in the presentation.

ASSESSMENT

FORMATIVE ASSESSMENT (CHECKING FOR UNDERSTANDING): The teacher will walk around the classroom observing students’ proper use of art materials, construction effort, and ability to stay on task. The teacher will give in-process guidance when needed.

FORMAL SUMMATIVE ASSESSMENT: The 1st and 2nd graders will achieve 4 out of 5 studio art objectives. The 3rd and 4th graders will achieve 100 points by meeting all objectives.

Rubric Essay Portfolio Test/Quiz Checklist Peer/Group Self-Assessment Interview Authentic Other
PROCEDURES

SET (HOOK): To begin the lesson, the teacher will show a brief PowerPoint presentation on sculpture, cylindrical sculpture, and paper sculpture in relation to quilling. The students will be given an instructional demonstration of quilling, composition, color choices, and proper use of art materials. The students will put their name on the back of a 5”x6” piece of cardboard. They will be asked to make their own choices in the color and lengths of paper, as all paper is cut ahead of time. They will choose 4 solid colors and 1 patterned piece. Each table will have ramekins of glue to use for their sculptures. Students will arrange the rolled paper vertically on the cardboard and glue them down on one end.

INSTRUCTIONAL STRATEGIES (LECTURE, DISCUSSIONS, DEMONSTRATIONS, & MODELING): The teacher will inform students of the objectives of the lesson. The teacher will give additional individual/group instruction, when needed, to students while allowing them to make the appropriate modifications through connections. The teacher will use lesson vocabulary when talking to students to solidify the visual understanding of words and meanings. The teacher will encourage students of mindful learning while creating.

GUIDED PRACTICE (GROUP WORK; CLASS/LAB ACTIVITIES): The teacher will give individual/group guidance on possible color choices and compositions, if needed. The students will confer with others about keeping their community art space orderly and maintaining art supplies as instructed by teacher.

INDEPENDENT PRACTICE (CLASS/LAB ACTIVITIES): Students will be given no restrictions on composition or proportion. Students will maintain their area and art materials as instructed. Students will assess their own work and give the teacher an opinion of how their sculptures accomplished studio objectives. Students will think creatively on how to solve structural issues. Students will think independently on emphasis as seen in their sculptures with the patterned paper.

ADAPTATIONS TO MEET INDIVIDUAL NEEDS (ACCOMMODATIONS, EXTRA & ALTERNATIVE ACTIVITIES): The teacher will make adaptations of the sculptural outcome for those with special needs.

CLOSURE & CLEANUP: At the end of each session, students will clean up their art space and put away all materials used. They will store their sculptures on the shelves in the art closet. The teacher will review vocabulary words with students during clean-up. Upon completion of the assignment, the teacher will compose all the sculptures on the wall of the hallway in a rhythmic way. The sculptures will be arranged with the flat cardboard piece attached to the walls. The finished products “pop” out in a very optical way. Students will have a group assessment of visual outcome and understanding of experiential learning.
AESTHETIC QUESTIONS (BASED ON SALLY MCRORIE’S MODEL, 1996)

1. Definitions of Art: Do these look like toys? Can this be art?

2. Artist-centered Issues: Why do you think the artist chose to make her own “building blocks” instead of just buying Lego’s?

3. Audience-centered Issues: Do you think you playing with construction toys would help to understand how this was made?

4. Cultural Context: These are hanging in an art gallery. Do you think they could be on display anywhere else? Where?

5. Criticism and Interpretation: Would this be thought of as childish? What is the artist saying to the audience with these sculptures?

6. Values in Art: How much do you think this cost to make? Does the cost of art give it value? What if your friend made this for you? Would it be more valuable to you?
1. **General Reaction**: What do you think of this portrait?

2. **Description Obvious Thematic, Formal, and Technical Qualities**: What is this portrait made of? What colors and textures do you see?

3. **Description Formal Relationships of Shapes and Images**: Does this portrait use emphasis in any particular area?

4. **Description Formal Characterization**: What kind of expression do you think the man in the picture is making? Why?

5. **Description Contextual Examination**: Do you think the man in the portrait meant something to the artist? Why or Why not?

6. **Interpretation**: What do you think the artist wanted you to think/feel when you saw this artwork?

7. **Evaluation**: Is this art? Why or Why not?

8. **Aesthetic Judgment**: Do you think this artwork has value in your community?

9. **Contextual Judgment**: Do you think this portrait would have been better in a different medium? If so, which one and why?

10. **Final Judgment**: Is this a picture you could look at everyday in your home/school?
TENNESSEE STATE STANDARDS: FIRST GRADE

Standard 1.0 Media, Techniques, and Processes:
Students will understand and apply media, techniques, and processes. The student will:

*1.1 Use selected tools and materials in a safe and responsible manner.
*1.2 Demonstrate an understanding of a variety of techniques.
1.3 Explore a variety of processes.
1.4 Recognize levels of craftsmanship.

Standard 2.0 Structures and Functions:
Students will use knowledge of structures and functions. The student will:

* 2.1 Identify elements of art.
* 2.2 Identify principles of art.
* 2.3 Understand that art has a purpose.
2.4 Understand that art has a context.

Standard 3.0 Evaluation:
Students will choose and evaluate a range of subject matter, symbols, and ideas. The student will:

* 3.1 Select subject matter, symbols, and ideas for the student’s own art.
3.2 Describe subject matter, symbols, and ideas in the student’s own art.
3.3 Describe subject matter, symbols, and ideas in others’ art.

Standard 4.0 Historical and Cultural Relationships:
Students will understand the visual arts in relation to history and cultures. The student will:

4.1 Understand that art comes from different cultures, times, and places.
4.2 Understand culture and history influence art.

Standard 5.0 Reflecting and Assessing:
The student will reflect upon and assess the characteristics and merits of their work and the work of others. The student will:

5.1 Recognize and explain the characteristics and merits of the student’s own work.
5.2 Recognize and explain the characteristics and merits of others’ work.
* 5.3 Recognize that viewers have various responses to art.

Standard 6.0 Interdisciplinary Connections
Students will make connections between visual arts and other disciplines. The student will:

*6.1 Identify connections between visual art and other arts disciplines.
6.2 Identify connections between visual art and other disciplines in the curriculum.

Integrated Subjects Standards
REFERENCES


REFLECTIONS FOR FUTURE MODIFICATION:
COMPREHENSIVE LESSON PLAN TEMPLATE DIRECTIONS

- Select the appropriate document template for the grade level for which you wish to teach your lesson.
- Use the given space the document provides. **DO NOT DELETE ANY PARTS OF THE TEMPLATE. ALL PARTS ARE REQUIRED FOR YOU TO COMPLETE AND WILL BE GRADED.**
- Type in required information in the gray shaded areas.
- Double click on the check box. When the *check box form field options* box opens click *checked* and click *ok*. You can also highlight this information as an alternative option.

ORIGINAL LESSON PLAN BY & LESSON TITLE: Type your name and the lesson’s title in the spaces provided.

GRADE LEVEL: Type the grade level in the space provided.

LESSON TIME/CLASS SESSIONS: Type in the number of class sessions and the length of class time needed to complete this lesson.

BIG IDEA: A big idea is a broad topic that addresses significant life issues that are relevant to humankind regardless of the time periods and cultures in which people live.

- **ESSENTIAL QUESTIONS FOR HIGHER ORDER THINKING:** Essential questions are broad-based questions that assist students in acquiring knowledge about enduring understandings. They include students’ multiple and varied responses to questions. Enduring understandings: “Are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom;” they identify “what students should value about the content area over the course of their lifetimes” (National Coalition for Core Arts Standards, 2014; p. 14). Through enduring understandings, students revisit topics to build on prior knowledge, contemplate varying perspectives, and transfer new information to other situations. Reference: National Coalition for Core Arts Standards (2014). National Core Arts Standards: A conceptual framework for arts learning. Retrieved from http://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_4.pdf

RATIONALE (LESSON OVERVIEW & GOALS): In approximately 100 words describe the importance of your lesson and why children need to learn about it. Include references/citations. Describe your big idea. Include the task students will accomplish. Identify specific content such as a challenge, scenario, global/community concept, 21st century learning skill, etc.

MATERIALS: List the art supplies and found objects you will need to implement this lesson.

INSTRUCTIONAL RESOURCES: List the resources you will need to teach this lesson such as books, posters, art images, charts, PowerPoint presentations, and handouts.

ELEMENTS OF ART: Incorporate the elements of art that drive student creations and responses to art. The elements include line, shape, color, form, space, value, and texture.

PRINCIPLES OF DESIGN: Incorporate the principles of art that drive student creations and responses to art. The principles include balance, pattern, rhythm, repetition, emphasis, variety, proportion, movement, and unity.
OTHER VOCABULARY: List art and other subject academic vocabulary as applicable to your lesson. Examples may include Renaissance, fresco, cumulous, stratus, and cirrus.

OBJECTIVES (STUDIO ART, AESTHETICS & ART CRITICISM): Write ONE (1) objective EACH for studio art, aesthetics, & art criticism. Objectives are measurable and observable student behaviors/actions that identify learning goals and expectations. Use your objectives to analyze and interpret the key concepts (the ideas) that makeup the standards to set your curricular plan into action. Objectives “unpack” (break down) the standards.

• **Step 1: Measurable Student Behavior**: Begin by identifying a measurable student behavior using an action verb that describes a specific student performance. State “who” (the student, the learner, the class, the group) and “what action” (select a measurable verb such as: will sculpt, will critique, will paint, will design, will analyze, will compare, or will respond). Avoid non-measurable verbs such as learn, understand, and like, as well as weak verbs such as “do.” An example of a measurable student behavior includes: “The students will (+ action verb and activity).” The student will create….

• **Step 2: Circumstance(s)**. The circumstances identify “how” specific events (such as a class reading, an artist's visit, or a fieldtrip), materials (such as paint, paper, and markers), and instructional resources (such as books, multimedia presentations, handouts, etc.) drive the objective. Examples include: (a) “Given a class reading on an artist’s biography…”; (b) “Given a wire bending demonstration by a local artist…”; and, (c) “Using recycled materials…”

• **Step 3: Criteria**. A measurable objective includes set criteria that state “to what extent” students will accomplish the objective. The criteria involve the measurable skills students are expected to master—such as responding to a particular big idea in an artwork, demonstrating craftspersonship, applying lesson vocabulary, and presenting specific design qualities. Criteria often include quantifiable data. The following is a drawing objective’s criteria: “…a composition that represents big idea community, shows overlapping objects, contains objects running off at least three sides of the page, and has a unified design.”

ASSESSMENT: Assessment is the range of tools to measure learning outcomes. It provides an ongoing measurement of student learning outcomes. Its effectiveness correlates with your lesson objectives, curricular goals, and authentic teaching practices. Select the appropriate check boxes to identify the different forms of assessment in your lesson. All lesson plans will include formative and formal-summative assessments. Write a narrative description that explains how you will assess students through formative and formal assessments.

• **FORMATIVE ASSESSMENT (CHECKING FOR UNDERSTANDING)**: Apply formative assessment to monitor the class and check for student understanding. Listen to student discussions and watch their actions to determine if they comprehend all procedures fully. Probe students with questions that require higher levels of learning. Reinforce key information—such as objectives and modes of assessment—as necessary. Check that students understand their roles and responsibilities when working independently, in groups, and as part of the whole class. If you notice student off-task behaviors—such as stalling or excessive talking—stop them immediately.

• **FORMAL ASSESSMENT**: In the space provided, describe how you will assess student-learners formally. Formal assessment requires a numeric grade for art production and other activities. Make sure to include a numeric score for all art activities in your lesson plan. You may use a checklist for primary learners. For example, students will achieve 4 out of 5 skills listed on the checklist. An art project for older students can use numeric scoring worth 100 points or other points value. See how the sample lesson plan includes numeric scores for the lesson’s art activities.
PROCEDURES: The procedures are the steps both the teacher and students take throughout the lesson. Make sure to include references to big ideas, essential questions, studio art activities, aesthetics, art criticism, objectives, assessment, and standards in your lesson so all parts of your lesson plan will be unified.

• **SET (HOOK):** The set is a brief activity or event at the beginning of a lesson that capture students’ full attention. Introduce your lessons’ big idea and essential question(s) during the set to spark children’s interest in the subject matter and assist them in making personal connections to the lesson. Set activities include, but are not limited to: (a) responding to art; (b) making authentic connections to prior life and learning experiences; (c) participating in a storytelling session; (d) watching and participating in demonstrations; (e) brainstorming ideas; (f) partaking in an interactive class reading; (g) making predictions, (h) performing reviews, and (i) engaging in self-reflective activities.

• **INSTRUCTIONAL STRATEGIES (LECTURE, DISCUSSIONS, DEMONSTRATIONS, & MODELING):** Your instructional strategies provide the means for you to impart key information to your students. Integrate the learning modalities—visual, auditory, kinesthetic, and tactile learning—into your teaching procedures. Your modeling of instruction will change according to the content of your lesson and students needs. The following examples identify common instructional practices. During lesson procedures teachers: (A) Inform students about the lesson’s goals and objectives. (B) Explain academic vocabulary related to the lesson. (C) Identify how they will assess student learning. (D) Operate as facilitators by sharing key information with students while at the same time probing students to answer questions thoughtfully and independently through Socratic questioning methods. (E) Utilize multimedia instructional resources to engage students in learning new material and expanding current knowledge levels. (F) Connect the standards to lifelong learning skills. During these teacher procedures, students will actively participate in the learning process by following along and remaining engaged. They will answer questions, take notes, model behaviors, and reflect at the appropriate moments.

• **GUIDED PRACTICE (GROUP WORK; CLASS/LAB ACTIVITIES):** Students collaborate during guided practice activities under the watchful supervision of their teachers. Student activities will vary according to established learning goals and objectives. Students commonly engage in the following guided practices. (A) Review and practice procedures before hand necessary to complete tasks. (B) Respond to content and context related to big ideas, essential questions, and challenges in small groups or as an entire class. (C) Make connections between disparate ideas to seek new possibilities. (D) Take alternative positions and pose “what if” questions. (E) Self-assess their current knowledge levels and ways of knowing and apply information to set new goals. The teacher will monitor the students during these activities to ensure that all students remain on-task. The teacher will also check for student understanding and provide additional feedback to assist students in acquiring the necessary information.

• **INDEPENDENT PRACTICE (CLASS/LAB ACTIVITIES)** Students must learn how to work independently to achieve 21st century learning skills. Independent practices include class activities and homework assignments. Teachers call upon a range of independent learning practices so that their students can achieve learning outcomes. Students commonly engage in the following independent practices: (a) reflecting and self-assessing in their journals; (b) assessing the works in their portfolios; (c) creating works of art while using art materials and equipment properly and safely; (d) contemplating the best means to present their artworks; (e) utilizing books, notes, information on the board, and other instructional resources to achieve tasks; and (f) applying problem solving skills to find solutions and overcome challenges.

• **ADAPTATIONS TO MEET INDIVIDUAL NEEDS (ACCOMODATIONS, EXTRA & ALTERNATIVE ACTIVITIES)** Plan how you will meet the needs of diversified learners in your classroom. Make accommodations for students with special needs, advanced learners (gifted and talented), students with at-risk tendencies, and English language learners. Your accommodations will vary according to specific
student learning needs. Teachers regularly apply the following accommodations. (A) Break down academic vocabulary and steps needed to complete a task so that all students understand. (B) Supplement oral descriptions with visual demonstrations, charts, posters, images, multimedia resources, and content posted on the board. (C) Meet with students individually to review key information. (D) Move students closer to the teacher so that they can follow along and be removed from possible distractions. (E) Assign a knowledgeable student peer to assist fellow students. (F) Provide students with a clear list of procedures that contain both text and images. (G) Offer students addition time to complete assignments. (H) Develop extended activities to assist students in taking learning to the next level. (I) Check for student understanding by planning breaks at specific points during the lesson.

- **CLOSURE & CLEANUP:** The closure summarizes the lesson. Teachers and students review the lesson’s big idea, essential questions, objectives, and key content. Teachers check for understanding to ensure that the students learned the necessary material and determine if students need to go back and revisit concepts and/or spend additional time on a particular learning activity. Students self-reflect on the learning process and share their ideas with the class. They can also identify how they might apply what they have learned to future situations that extend beyond the classroom. A lesson’s closure is a suitable time for students to present their in-progress and completed works and assess their creations through class critiques. Students might also reflect on their learning and performances in their journals during the closure. Because students will be creating with various art supplies, cleanup is a vital part of the closure. Cleaning up teaches students responsibility and stimulates a positive learning environment.

**AESTHETIC QUESTIONS:** Use Sally McRorie’s Aesthetic questioning method to write aesthetic questions based on an artwork. Select 1 question from each of the 6 categories. Adapt the questions to suit the artwork you have selected and the grade level of your lesson. For example, if the lesson is for 5th grade students, write the question in language that 5th grade students will understand. Incorporate your big idea and context about the artwork and artists to make questions more relevant and engaging. Include a picture of the artwork and its title information. All information will fit neatly on 1 page. Use proper spelling, punctuation, and grammar.

**ART CRITICISM QUESTIONS:** Use Tom Anderson’s Art Criticism method to write art criticism questions based on an artwork. Select 1 question from each of the 10 categories. Adapt the questions to suit the artwork you have selected and the grade level of your lesson. For example, if the lesson is for 1st grade students, write the question in language that 5th grade students will understand. Incorporate your big idea and context about the artwork and artists to make questions more relevant and engaging. Include a picture of the artwork and its title information. Choose a different artwork than the one you selected for the aesthetic questions. All information will fit neatly on 1 page. Use proper spelling, punctuation, and grammar.

**TENNESSEE VISUAL ARTS STANDARDS:** Teachers are required to use the state standards for each subject taught. Within a school year, each of the grade level’s standards must be covered. For this lesson you will select at least one standard from each of the art categories. Simply double click the check boxes (or highlight them) to show which art standards your lesson meets. In the space provided add the other subjects and the standards that tie into your art lesson. Use an online search engine such as Google to locate grade level Tennessee State Standards’ Academic Standards. Select applicable subject standards—such as language arts, math, science & social studies.

**REFERENCES:** References inform the reader where the author of the lesson plan acquired his/her information. Students are required to have at least three (3) different references. Include Anderson’s art criticism and McRorie’s aesthetics in your reference section. **Wikipedia references will not be accepted.** All references must be in APA format and double-spaced. References are listed alphabetically. See the following examples.
Sample APA Reference Formats

<table>
<thead>
<tr>
<th>Type</th>
<th>Reference</th>
</tr>
</thead>
</table>

**REFLECTIONS FOR FUTURE MODIFICATION:** After teaching your lesson and/or receiving feedback from your professor or administrator, apply teacher self-reflection to assess how you will revise this lesson when you teach it in the future. This is not required when you first submit your lesson.

**PLAGIARISM:** Your lesson plan must be original. Visit Plagiarism.org [http://www.plagiarism.org](http://www.plagiarism.org) to learn about plagiarism and accidental plagiarism. When you submit your lesson plan to the Dropbox it will be automatically submitted to TurnItIn [http://turnitin.com](http://turnitin.com) to check its originality. Please read the syllabus about MTSU policy on plagiarism. Ask your professor if you have questions and/or are not sure how to cite and reference information.